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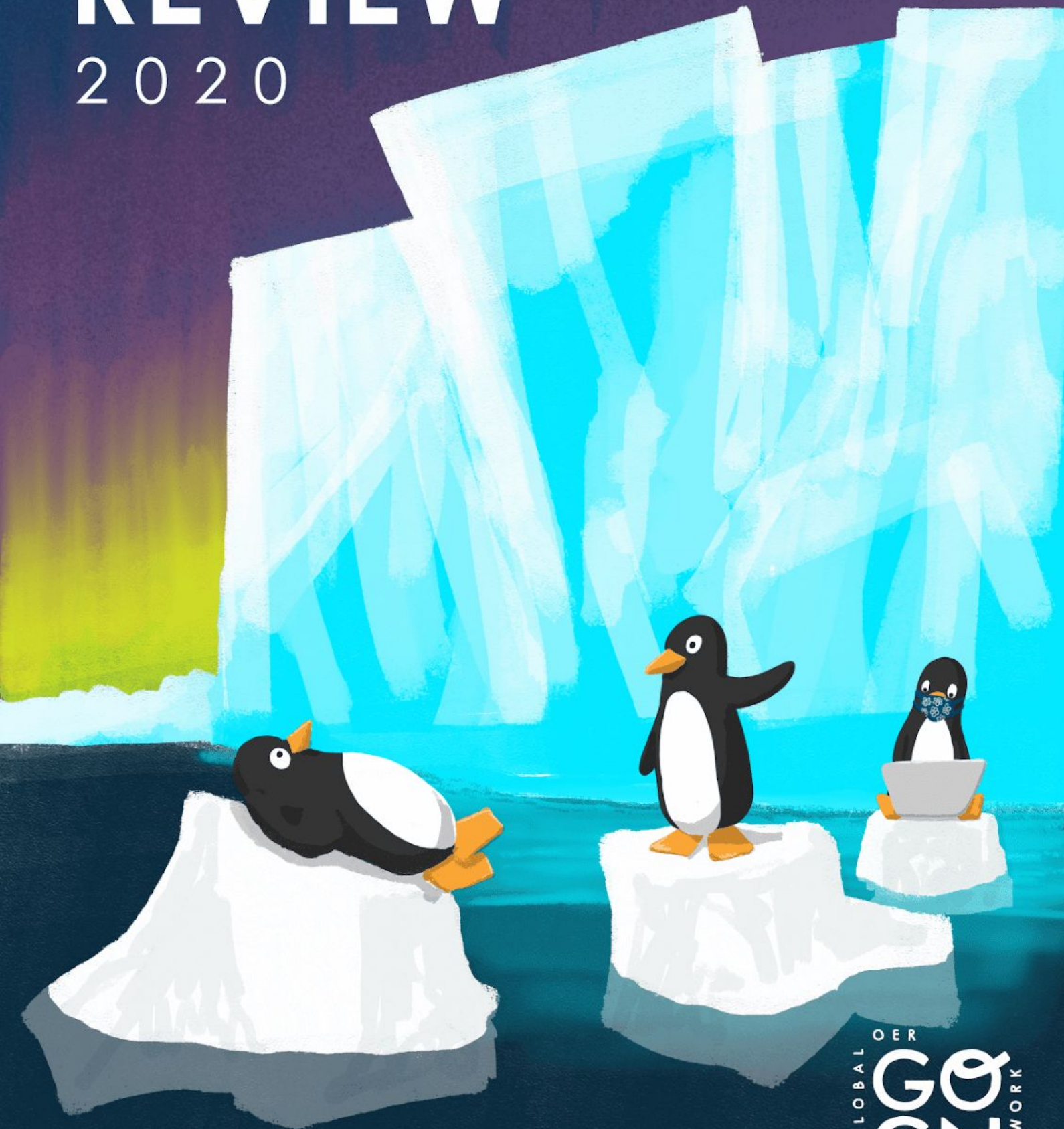
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ANNUAL REVIEW

2020



GO-GN

Annual Review 2020

v.1.0

14th December 2020

GO-GN is a network of PhD candidates around the world whose research projects include a focus on open education. These doctoral researchers are at the core of the network; around them, over two hundred experts, supervisors, mentors and interested parties connect to form a community of practice that:

- Raises the profile of research into open education
- Offers support for those conducting PhD research in this area
- Develops openness as a process of research

[GO-GN](#) is currently funded through the OER programme of [The William and Flora Hewlett Foundation](#) and administered by the [Open Education Research Hub](#) from the [Institute of Educational Technology](#) at The Open University, UK



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Contents

Introduction(s)	4
Introduction from Angela DeBarger	4
Introduction from Martin Weller, Director of GO-GN	5
2020 Highlights	7
Network Reach	7
Fred Mulder Awards 2020	7
GO-GN Diversity, Equity & Inclusion (DEI) Project Phase II	9
Membership Overview	12
Fellowships	16
Members Survey	21
Publications	24
Looking Forward	31
Image Attribution	32

Introduction(s)

Introduction from Angela DeBarger

I have been honored to get to know the thoughtful and inspiring community of scholars who are part of Global OER Graduate Network (GO-GN). Thinking back to my days as a doctoral student, I remember how isolating and overwhelming it sometimes felt to figure out how to develop my research focus and share my ideas in ways that were authentic to my experiences. GO-GN offers the kind of community and support that I wish I had back then.



GO-GN nurtures students in finding their voices and in becoming leaders in the field of open education, while also providing encouragement to help navigate the unpredictable journeys of graduate school. GO-GN creates what many doctoral programs neglect to include – a space for care and community. With an intentional focus on bridging personal and professional learning, GO-GN develops scholars who know what it takes to bring inclusion and empathy into academia.

GO-GN researchers are leaders in how they work and in how they contribute to the field of open education. They have the confidence and capacity to challenge the status quo, and play significant roles in shaping what is next for the field. This annual report speaks to these contributions and to the evolution of GO-GN, as this community continues to grow. As members graduate to alumni, I look forward to seeing how new fellowship opportunities keep alumni formally involved as mentors and deepen connections in regions around the world, particularly the Global South.

I appreciate GO-GN's transparency in sharing these emerging learnings. In this way, the report reflects open practice and creates the opportunity for all of us to learn along the way. I expect this will open the door for new scholars, networks, and communities to see themselves in this work and to find ways to connect with GO-GN.

Angela Haydel DeBarger
Program Officer
William and Flora Hewlett Foundation

Introduction from Martin Weller, Director of GO-GN

2020 has been an eventful and stressful year for everyone, where we have had to change plans and adapt to new circumstances. Those conducting doctoral research will have had to contend with unexpected alterations in their working arrangements, data collection, networking and supervision on top of possible additional caring and homeschooling requirements. My key message to our doctoral researchers this year, then would be to 'be kind to yourself' and not feel anxious if your research has not progressed as you might have expected. Simply getting through 2020 is an achievement in itself.

The GO-GN team also had to change their plans, as much of the network activity is based around the face to face seminars that coincide with the OER and OEGlobal conferences. The activity timeline section in this document provides details of what we did to support members and contribute to the OER community. In the survey section, you can see how our members valued these activities. One particular success this year was the production of two co-authored reports, written by the members of GO-GN. The Research Methods Handbook which showcases a range of methodologies used by members in OER research, has proven particularly useful and popular.



This year also saw the launch of our Fellowships program. As GO-GN has grown over the years we have seen more members gaining their Doctorate. The Fellowships program generates region specific research that we can help promote globally. For members it also helps bridge the path into post-doctoral research with a small OER focused research grant. The details of our first four Fellowships are given later in this report.

While they have been busy dealing with the impact of the pandemic, the GO-GN members have also been fantastically productive. This year saw a number of collaborative ventures featuring prominent GO-GN involvement, including the JIME special issue on Open Education and Social Justice, co-edited by Sarah Lambert and Laura Czerniewicz, and the article on educational responses to the pandemic coordinated by Aras Bozkurt. (There's an overview of publications by GO-GN members from this year in the Publications section.)

Although it has been a difficult year, it has also been one that has demonstrated the very best aspects of the GO-GN. It has always been a community with care and support at its core and this meant that when the pandemic arose, it wasn't difficult to know what to do, we simply had to find ways to support our members and allow them to care for each other. I feel that in this we are privileged to coordinate this project which continues to show the best of open education and academia.

2020 Highlights

Network Reach

Over the course of 2020 GO-GN has continued to grow its membership with a further 10 members joining between January and November. Almost a third of these are from the Global South. A further 32 friends joined the network over this period. (Welcome, everyone!)

As might be expected in a global pandemic, our social media activity has grown. 18% of our current Twitter following (of 1,890) joined us over the Jan-Nov 2020 period. We also gained 21% of our total Facebook 'likes'. Launched in November 2019, our GO-GN Penguin Instagram account - launched in November 2019 - currently has 66 followers.

Open to all, our 2020 online sessions have seen approximately 60 persons participate in one or more webinars. By early December, we had released a total of 14 recordings during the year on our YouTube channel.

We released a range of other media throughout the year. To orientate and support new members and encourage the promotion of GO-GN we produced a *Members Pack* containing publications and CC BY licensed assets such as logos and penguin imagery. Further promotional materials are in the pipeline over the coming months!

Fred Mulder Awards 2020

To celebrate and recognise our member and alumni achievements each year, GO-GN gives awards in two categories: best open education research paper and best open education practice.



In 2020 we were delighted to award the following:

Best Open Education Research Paper

Winner:

Nusbaum, A.T., (2020). Who Gets to Wield Academic Mjolnir?: On Worthiness, Knowledge Curation, and Using the Power of the People to Diversify OER. *Journal of Interactive Media in Education*, 2020(1). <http://doi.org/10.5334/jime.55>

Joint Runners-up:

Bozkurt, A., et al. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1-126.

<https://asianjde.org/ojs/index.php/AsianJDE/article/view/462>

Czerwonogora, A. & Ródes, V. (2019) Praxis: Open educational practices and open science to face the challenges of critical educational action research. *Open Praxis* 11(4). <https://doi.org/10.5944/openpraxis.11.4.1024>

Best Open Education Practice

Joint winners:

Tomohiro Nagashima for developing a collaborative OEP case study involving both researchers and practitioners.

Hélène Pulker for the toolkit *Moving your language teaching online*.

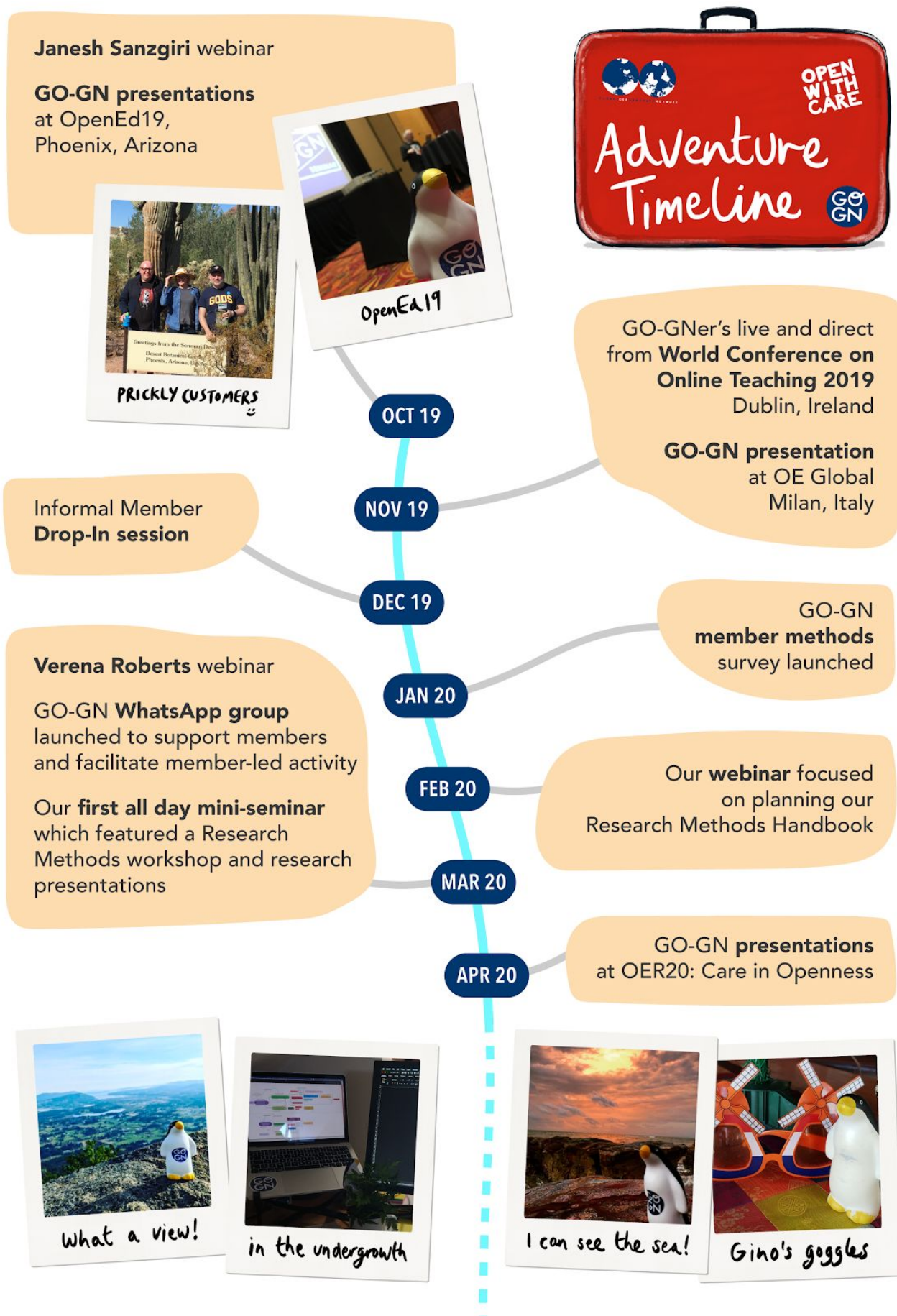
Thank you to everyone who put themselves or colleagues forward for consideration! Extra special thanks also to GO-GN alumni (and 2019 winner) Michael Paskevicius who acted as our independent reviewer.

GO-GN Diversity, Equity & Inclusion (DEI) Project Phase II

Led by Carina Bossu and GO-GN alumni Viviane Valdimirschi the current phase of the Diversity, Equity and Inclusion (DEI) Phase 2 project focuses on Latin America. This phase aims to improve our understanding of what DEI means within the region, identify how we can better support potential members and develop strategies for increasing engagement with GO-GN.

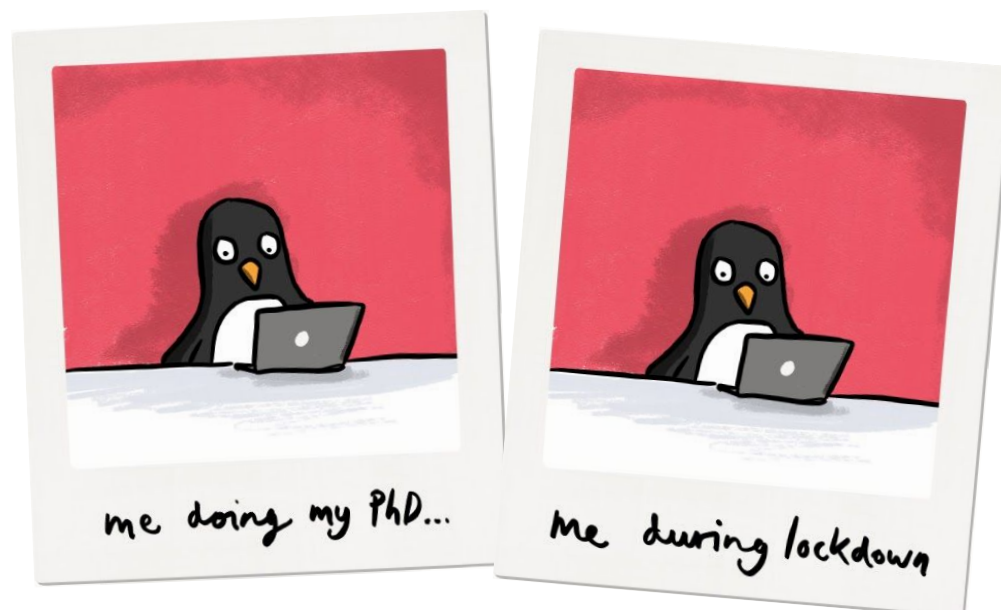
Pivoting online the project carried out a number of interviews with stakeholders over the course of the year, with face-to-face activity anticipated to resume in 2021. Carina and Viv shared their preliminary findings during OEGlobal in November and will join us online during early 2021 to share their research to date.

As with Phase 1 (focused on Africa), recommendations made by the project will directly inform our DEI strategy so we can better serve our current and potential members and the wider open education community.





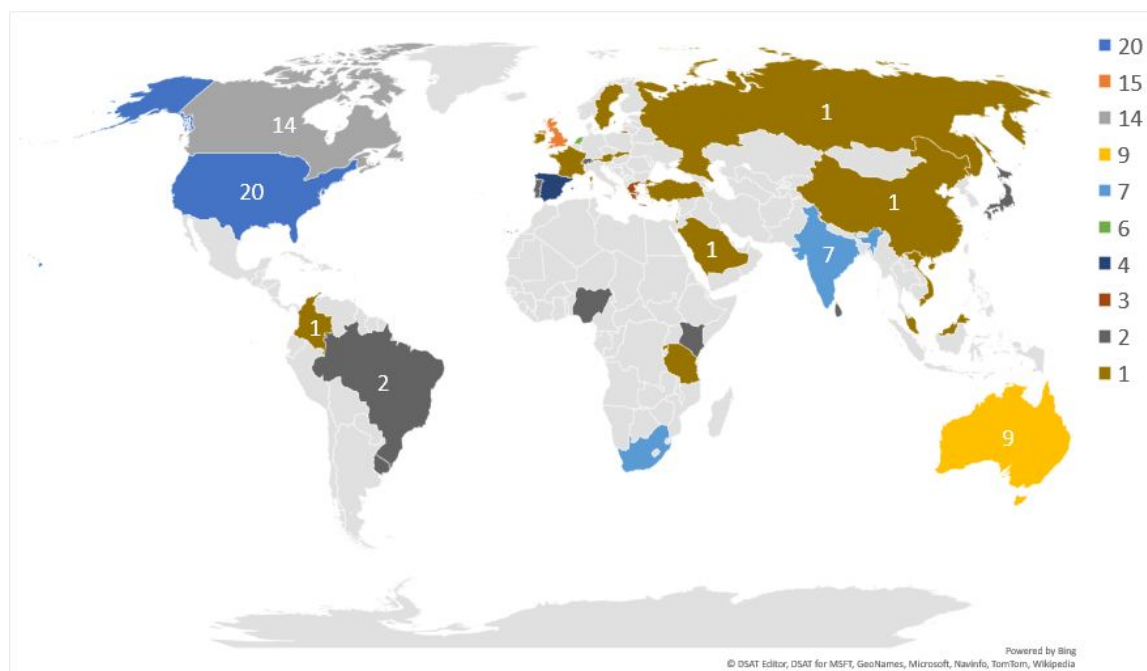
Membership Overview



At the commencement of the current phase of GO-GN the network had 102 members and 120 friends and experts. During 2020 we have kept organising our usual webinars and included new activities such as the co-creation of the *Research Methods Handbook* and the *Research Review Summer*. Circumstances required having to move last minute from face to face to online for OER20, since then we have focused on organising several online mini-seminars during Autumn.

The pandemic has affected GO-GN members, friends and experts, in several ways, and active support has been provided from the network including personalised support with 1:2:1 sessions and an interactive WhatsApp group. Since the pandemic was declared in March 2020, 9 new members, 4 of those from the Global South and 12 friends and experts have joined. March until June were complicated months with no new members on board. But from July and considering the frenetic online activity from GO-GN and its members, such as the impact of the *Research Methods Handbook* with more than 7,000 downloads, the participation of members in the ALT Summer Summit Gasta session, increased numbers rapidly with 5 new members (1 from the Global South) and 25 friends and experts.

In total this year we have 116 members and alumni and 161 friends and experts, 32 of our members are from countries in the Global South (28%). Of the new members, 5 are from the Global South covering diverse countries such as India (2), Sri Lanka, Colombia, Vietnam or South Africa. Our members come from a total of 32 different countries and are enrolled in institutions from 24 countries offering global coverage. The following image shows the current composition of the network by countries of origin.



During the period 2019-20 we are proud to announce that 11 members have successfully defended their thesis and officially become alumni:

- Bordin, C. (2019). *Interaction Design Consciousness and Action: Open Educational Resources and Practices for Hope*. The Federal University of Technology – Paraná, Brazil
- Chtena, N. (2019). *From Codex to Bits: Discourses, Practices and Materialities in the Open Textbook Phenomenon*. UCLA, USA.
- Coelho, D. (2019). *Mapping the Field of Development Education in Portugal: Narratives and Challenges in a De/Post/Colonial Context*. University of Porto, Portugal
- Funk, J. (2020). *Open for whom? Open educational practice with Indigenous workforce development and learners*. Charles Darwin University, Australia.
- Iniesto, F. (2020). *An Investigation into the accessibility of Massive Open Online Courses (MOOCs)*. The Open University, UK
- Oddone, K. (2019). *Teachers' experience of professional learning through personal learning network*. Queensland University of Technology, Australia.
- Papathoma, T (2019). *MOOC Educators: Who They Are And How They Learn*. The Open University, UK.
- Pete, J. (2019) *Open Education Resources Differentiation: A cross-country study on Differentiation in Access, Use and Sharing of (Open) Educational Resources at Universities in Kenya, Ghana and South Africa*. The Open University, The Netherlands
- Pulker, H. (2019). *Teacher's Practices through Adaptation of Open Educational Resources for Online Language Teaching*. EdD thesis. The Open University, UK
- Roberts, V. (2019). *Open Educational Practices (OEP): Design-based Research on Expanded High School learning Environments, Spaces, and Experiences*. University of Calgary, Canada.
- Rodés Paragarino, V. (2019). *Una teoría fundamentada sobre la adopción de repositorios y recursos educativos abiertos en universidades latinoamericanas*. Universidad de Santiago de Compostela, Spain,

From those new alumni Virginia Rodés reports the impact GO-GN means for her in current position at Universidad de la República and the potential it means for the Global South perspectives:

"I believe that one of my strengths are the networks to which I belong, and the personal dedication towards the articulated development of open education in the Latin American region. I think that is my main contribution, because from that place I can influence the dissemination of GOGN as a reference field for human resources in doctoral training in open education. I think that it could also contribute to the development of research on diversity, equity and inclusion in Open Education, providing a perspective from the Global South."

While member Caroline Kuhn from University of Bath reports the international vibes and support:

"I think the GO-GN network is an excellent organisation that provides support not only financially but also at the human level that can make such a difference to people that might don't have an established network yet. It also provides so much insights into the field of OEP given the range of interests of its participants. I believe the GO-GN has done an excellent job in creating strong human bonds among its so international members and that is the strongest asset it has. That is for me what makes it unique and incredibly powerful."

Newer members such as Anuradha Peramunugamage (Open University of Sri Lanka) Samia Almousa (University of Leeds), Vi Truong (Monash University), Tanya Elias (University of Calgary), Kathy Essmiller (Oklahoma State University) and Sarah Hutton (UMass Amherst University) appreciated the opportunity to present their research and get to know better the community thanks to our online seminar during Open Education Global 2020 conference, and event that offered an opportunity of engagement even not being face to face. Sarah reports:

"The mini seminars are GREAT for learning about each other's research."

Fellowships

The GO-GN Fellowship scheme has been designed for three years to foster connections to other networks, promotion of GO-GN at strategic events and incorporating the outputs of the GO-GN Diversity, Equity and Inclusion (DEI) project to encourage applications from the Global South. The motivation for this fellowship scheme is to provide formal recognition of members after they have formally finished their doctoral studies to become an alumnus of the Network in the format of a post-doctoral scholarship. The Fellowship scheme which provides visibility and recognition in return for specific contributions to the Network. This presents a means by which alumni can stay involved and share their expertise with the members.



The GO-GN Fellowship scheme builds on what has worked well previously in recruiting researchers but expands upon this, providing a means to keep alumni involved and recognise their input. That provides a way of expanding support and increasing the reputation of the Network. The deployment of the DEI project in parallel allows us to increment the understanding of DEI and reach of the GO-GN Network.

The Fellowship scheme is a competitive process open to GO-GN alumni (within three years after completing their doctorate) and members on their last year of PhD to apply for, reviewed by a group of experts from the Network as well as the Open University team.

The first Fellow was recruited during Summer 2020 and Fellows are expected to carry out their research from October 2020 until March 2021. Benefits for members include a financial award. Fellowships can be based around a specific piece of relevant research. With the possibility to attend conferences for the promotion of the network using the financial award given (something limited considering the

current restrictions). But always receiving GO-GN support to research advice and organisation regional online seminars.

Activities that may comprise a Fellowship include:

- Undertaking a piece of targeted OER/OEP related research
- Overview of OER activity in a region
- Strategic events identification
- Fostering connections to other networks
- Promotion of GO-GN at face to face conferences and online events
- Recruitment of new GO-GN members
- Following and promoting GO-GN – DEI recommendations and commitments
- Providing a specific contribution to planned outputs

Expectations of outputs include:

- Regular reporting back to the Network with the objective to provide feedback and support from GO-GN if needed
- Three blog inputs in the GO-GN website
- Production of an output review report at the end of the Fellowship
- At least one of the Fellowships per call is ring-fenced for Global South applicants (with a regional review report is expected as output)

The first cohort of Fellows includes four alumni from four different continents: Johanna Funk (College of Indigenous Futures, Arts and Society, CDU, Australia), Judith Pete (Tangaza University College of Catholic University of Eastern Africa, Kenya), Chrissi Nerantzi (Manchester Metropolitan University, The UK) and Virginia Rodés (Universidad de la República, Uruguay).

GO-GN Fellowships (in their own words...)

Johanna Funk: This fellowship offers structure and support to continue my post doc research plans, with application to systematically inform larger pedagogical reviews and innovation both in the University and other organisations across my existing networks that want to recover from COVID and online learning pivots with a sense of cultural capability. Using criteria and general information available from students and staff, I will create a developmental Evaluation of learning and OEP in core Humanities Curriculum units. This can identify the best ways to parcel OEP into foundational curriculum and unit learning design and have it impact students in a whole-of-university approach. This enables some humanities-based skills to be embedded via OEP in units which students across the university will take and enable them to apply it to their field of study specifically.



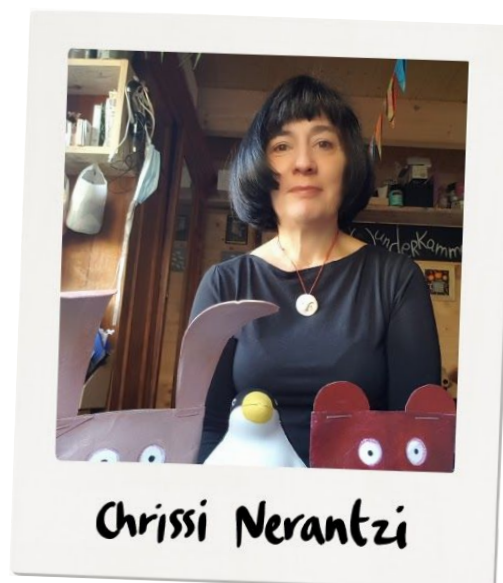
Read Johanna's blog post about her project at <http://go-gn.net/research/go-gn-fellowship-first-round-results/>.

Judith Pete: In my new role as the Regional Coordinator to Service Learning project at our university, I have an opportunity to interact and connect with many students, faculty and researchers in different capacities at different universities within African region and beyond. With such an opportunity, I would wish to promote GO-GN at different levels in my interaction with the proposed 20 universities in Africa and eventually to the world. This will involve interactions in seminars and conferences (after Covid-19) and through online events under my coordination. From the DEI-project suggestions, a project which I coordinated, I am aware of some of the barriers to candidates willing to join the network. I can use that background to turn around the approach to various candidates from the region and recruit them to the network.



Read Judith's first blog about her project at: <http://go-gn.net/research/go-gn-fellowship-higher-education-in-africa/>.

Chrissi Nerantzi: I would love to combine my passion for open education, creativity and storytelling and create a collaborative open picture book about open education to be shared across the world and raise awareness of the values of open education to the next generation and their families and careers. I would like us to explore their potential to spread the benefits of open education for all through creating an open collaborative picture book about open education that can be used by individuals and groups to raise awareness and responsibility about open education and the benefits it can bring to create a better future for all.



Read Chrissi's first blog about the Fellowship at:
<http://go-gn.net/research/fellowship-open-picture-book/>.

Virginia Rodés: Schools in Uruguay were in a privileged situation to face the pandemic, due to the investment in infrastructure and national capacities made in the last 15 years. Although Uruguay has no laws, recommendations or approved national policies regarding Open Education, there are ongoing policy design initiatives that lay the groundwork for their realization in the near future, and there is also a number of national OER repositories oriented to K12 education. During the COVID19 pivot, this repository showed an increase in the use and adoption by K12 teachers. The Fellowship proposal is aimed at investigating the experiences of teachers from two public primary schools in Uruguay in relation to the creation, use and reuse of OER and national repositories during the COVID19 emergency, identifying the drivers that led to an increase in the adoption in this particular scenario.



Read Virginia's first post at:
<http://go-gn.net/research/go-gn-fellowship-teachers-in-uruguay/>.

These Fellowships exemplify the diversity of election from the scheme, with two of them (Johanna and Virginia) being proposals that continue with their doctoral research, one focused on the network expansion in the Global South (Judith). Finally, a different approach from the original options of election such as developing an OER output through community co-creation (Chrissi).

Fellows presented their fellowship proposals and calendar at our [October Mini Seminar](#).

Next year, we will launch our second GO-GN Fellowship scheme in April 2021.

Members Survey

We conducted a survey of members (alumni and current researchers, n=32) at the end of 2020. Some highlights are given below.

The top 5 activities that participants had engaged in were:

1. Connected with GO-GN on social media (e.g. Twitter, Facebook) **90%**
2. Attended a GO-GN webinar **84%**
3. Joined discussions with other members through Twitter, What's App etc. **74%**
4. Joined ALT supported by GO-GN **61%**
5. Attended a GO-GN online mini-seminar **58%**



Interestingly members added in some activities they had organised on their own, including organising a writing group, collaborating on research and promoting GO-GN.

The top 5 benefits of GO-GN were stated as follows:

1. Webinars
2. Support for attending conferences
3. WhatsApp
4. Online Mini-Seminar
5. Twitter

The following features of GO-GN were given as the most important to members:

1. Community of peers
2. Networking opportunities
3. Advice on open practices
4. Research advice
5. Research community

Given the difference this year, we asked how well do you think GO-GN has supported you during the pandemic?

Very well **71%**

Okay **29%**

Not very well **0%**

We then asked respondents to explain how membership of the GO-GN has had an impact on them. Responses were varied but aligned towards a sense of community; emotional support; opportunities that arose from membership; and being able to stay connected during the pandemic.

We asked if there is a face-to-face seminar this time next year (2021), how likely do you think it is that you would apply to participate?

Very likely	61%
Likely	26%
Not Likely	13%
Very unlikely	0%



Below are some comments that capture the importance of GO-GN to members and how it plays an impact in their lives.

"I don't think I could have got through my PhD without GOGN." (GO-GN alumni)

"GO-GN has a special place in my heart. It promotes a sense of community and raises the profile of early career researchers." (Current GO-GN member)

"I have really valued the support of the team and the members through a very challenging period. The meetings are always a friendly and supportive space to learn from each other which I try not to miss..." (current GO-GN member)

"I have really enjoyed bumping into other GO-GN folks in other venues (such as Slack channels, for example), it's a nice feeling of camaraderie." (current GO-GN member)

"Since very few of my colleagues at my university even knew about open learning - my dissertation, my opportunities to present and connect with others, my participation in the research handbook and the opportunity to have an online group that always makes me feel wanted has had a HUGE impact on me." (GO-GN alumni)

"I suddenly do not feel alone in my doctoral journey. It has encouraged me to submit more academic writing for consideration and nudged me long in my studies." (current GO-GN member)

"This is an active leadership group that obviously seeks our new opportunities for engaging the community e.g. Reclaim Hosting. Seeing multiple 'voices' as leading and organizing lets me know that it's a team effort which is just what I would hope it would be - since this can't be accomplished alone." (current GO-GN member)

"I am very happy to be part of the GO-GN network. Honestly, I was unsure how I could stay engaged post-PhD but I think the network has been very inclusive in creating opportunities to stay connected and be involved..." (GO-GN alumni)

"Excellent management by professionals" (GO-GN alumni)

"I believe the GO_GN has done an excellent job in creating strong human bonds among its diverse international members and that is the strongest asset it has. That is for me what makes it unique and incredibly powerful." (current GO-GN member)

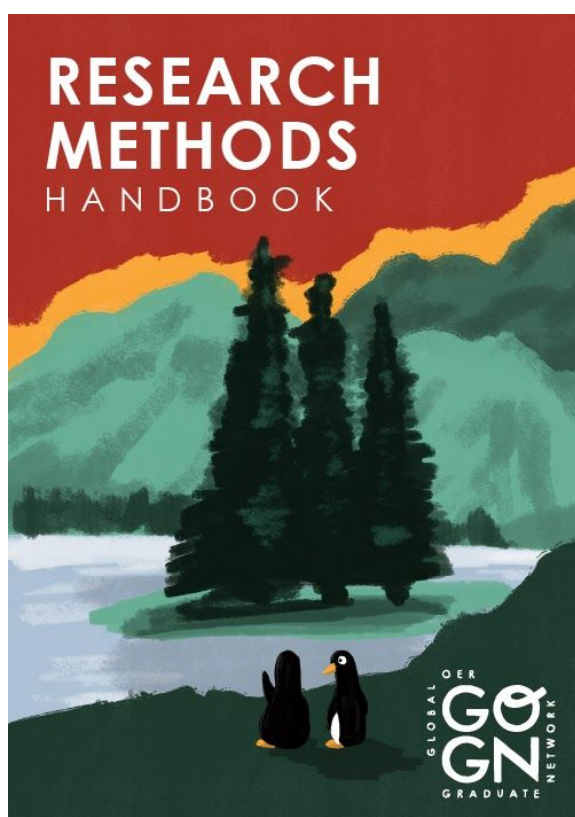
"I think the GO-GN team is great, in my humble opinion every activity seems very well planned. It feels like the team cares for the network." (current GO-GN member)

"GO-GN really impacted me with the two publications. I helped with both of them and I really loved it. It gives a feeling of community and a sense of belonging. And it was really a hands-on product and activity..." (current GO-GN member)

Publications

This phase of GO-GN has seen a drive towards creating original research outputs which serve both to facilitate research into open practice as well as creating resources that can be of use to the wider network moving forward. Alongside this, our members continue to publish their original research, raising the profile of research into open education as a whole.

There have been three major releases this year by the GO-GN team (supported contributions from the membership).



The [Research Methods Handbook](#) brought together more than 25 doctoral and postdoctoral scholars from GO-GN to produce a reflective guide to research methods for those working in open education research.

The Handbook was well received, being downloaded more than 7,000 times in 2020 and shared with wider scientific communities.

In November, the Handbook was awarded a prestigious [Open Education Award for Research Excellence](#).

The Handbook is an open educational resource, but also represents a fine example of open educational practice in research. The Handbook contains a wealth of links and citations that offer valuable insights and pathways to research excellence for open educators, and also serves as an introduction to cutting-edge research produced by GO-GN network members.



In the Summer we turned attention to some of the latest research in our field.

For this publication we asked our members to contribute reviews of recent and contemporary papers and journal articles. The idea behind the [Research Review](#) is that we can collectively build a critical understanding of recent work in open education which has value to members (and the wider community) and can be a useful resource for researchers entering the field. Writing reviews like this can be a great way to develop academic writing skills, too.

The reviews are organised by the themes of the papers that were reviewed: accessibility; adoption studies; open educational practices (OEP); open pedagogy; open educational resources (OER) and open ecosystems.



An annual review of GO-GN activity is a new thing for our network, but it makes a lot of sense as we continue to scale upwards. Our [Year in Review](#) is intended to provide a concise summary of all the things happening within GO-GN!

For the first time we have pulled together the information surrounding activities, fellowships, workshops, webinars, publications and achievements. We also included the results of a survey of our membership.

Our 2020 publications strategy has proved popular, and we are continuing this strategy into 2021, when we expect to produce:

- An updated Research Methods Handbook with an expanded range of methods and additional sections on research design and details of approaches specific to OER and OEP research;
- This will be complemented by a Conceptual Frameworks Handbook which describes and discusses different theoretical approaches and how they might be understood and incorporated into research practice - we'll proceed in a similar way to the other Handbook with some online events and a seminar at OER21;
- Summer 2021 will see another round of our Research Review where we will collectively analyse and discuss cutting edge research in open education;
- We will also produce another Annual Review like this in Winter 2021 to capture and share the achievements of the network.

Our network continues to lead the way with publishing ground-breaking and rigorous research, helping to build our collective understanding of open education. In 2020, doctoral and postdoctoral members published the following research papers and book chapters:

- Adam, T. (2020). Open educational practices of MOOC designers: Embodiment and epistemic location. *Distance Education*, 1-15.
<https://www.tandfonline.com/doi/abs/10.1080/01587919.2020.1757405>
- Adam, T. (2020). Between Social Justice and Decolonisation: Exploring South African MOOC Designers' Conceptualisations and Approaches to Addressing Injustices. *Journal of Interactive Media in Education*, 2020(1).
<https://jime.open.ac.uk/articles/10.5334/jime.557/>
- Atenas, J., & Havemann, L. (2019). Open Data Sectors and Communities: Education. In: Davies, Tim; Rubinstein, Mor; Walker, Stephen B. and Perini, Fernando eds. *The State of Open Data: Histories and Horizons*. Cape Town and Ottawa: African Minds and International Development Research Centre, pp. 91–102.
- Atenas, J., Havemann, L., Nascimbeni, F., Villar-Onrubia, D., & Orlic, D. (2019). Fostering Openness in Education: Considerations for Sustainable Policy-Making. *Open Praxis*, 11(2), 167-183.
<https://openpraxis.org/index.php/OpenPraxis/article/view/947>
- Atenas, Javiera, Havemann, Leo, Neumann, Jan, & Stefanelli, Cristina. (2020). Open Education Policies: Guidelines for co-creation. Zenodo.
<http://doi.org/10.5281/zenodo.4281363>

- Baff, D. (2020). Using Sketchnotes in PhD Research and Academic Practice. *International Journal of Management and Applied Research*, Vol. 7, No. 3, pp. 370-381. <http://www.ijmar.org/v7n3/20-027.html>
- Bossu, C., Pete, J., Prinsloo, P., & Agbu, J. F. (2019). How to tame a dragon: Scoping diversity, inclusion and equity in the context of an OER project. http://dspace.col.org/bitstream/handle/11599/3349/PCF9_Papers_paper_248.pdf
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A comprehensive list of publications arising from GO-GN can be found at <http://go-gn.net/resources/publications/>.

Looking Forward

Spring 2021

- Conceptual Framework Handbook - call for participation
- Online workshop (OER21)
- Fellowship Scheme II launch

Summer 2021

- ALT C / Summer Summit (sponsored places)
- Research Review 2021 - call for participation
- Conceptual Framework Handbook published

Autumn 2021

- Annual Survey 2021
- GO-GN Seminar at Open Education Global (Nantes, France)
- GO-GN Meet Up at OpenEd, North America

Winter 2021

- Fred Mulder Awards launch
- Research Review 2021 published

Annual Review 2021 & related event



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